

Invitation to tender for research  
march 2007

PUCA

Sociétés urbaines et habitat

Se loger, habiter

# How students live and dwell in France and European Union ?

Date limite de remise des projets :  
le mercredi 16 mai 2007

Plan Urbanisme Construction Architecture

# How students live and dwell in France and European Union ?

Invitation to tender for research

March 2007

The specifications of this tender are based on thoughts in exploratory panels Puca organized during first semester in 2006. The theme was :”Living and housing as a student”. These panels allow to draw up a first inventory of fixtures and to begin thoughts crossing different methods of different subjects : statistics of demography, political sciences, sociology, architecture, urbanism, law and economics. These materials have been gathered and synthesized to lead to the following text. The synthesis named “Enquête du logement étudiant”, is available on the PUCA’ s internet site.

*This tender was drawn up by Sophie Némoz, PhD student at University of Paris V ( CERLIS) and Luc Bousquet, project manager at PUCA.*

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## PREAMBLE

PUCA launches an invitation to tender for research proposals allowing to build a basis of knowledge about how students live and what kind of relation they have with their housing.

Each new university year brings again with a sharp acuteness the problem of the crisis of housing for students. The more so as the times are of a general crisis of housing and especially social housing.

Therefore, the question of students housing seems like a probably crucial part of a more general field that we have to deal with a view from a huger scope : What is the way of living as a student or rather what are the ways of living as a student ? Thus, we have to question about the perhaps-different-students-groups, we consider as a "population" having its own specificities, but without taking them as a specific social category ; a first reason for this would be that being a student is a transitional and changing period of life.

The principal issue of this invitation to tender is to suggest new avenues for thoughts leading to decisions for actions allowing to help those in charge of producing or making others produce housing for these students.

Moreover, French situation is to be examined in a European context where a policy is led, since many years<sup>1</sup>, so as to standardize degree courses. It will be certainly useful to consider comparisons with others European countries, to understand how they deal with this same problem.

## 1.CONTEXT

### 1.1.Students and their housing

Since about forty years, the universe of student has been drastically changed. Three interfering mechanisms henceforth dominate university life : the massive increase of number of young people attending higher education, diversification and internationalisation of university offer, the longer lasting period of studying.

### 1.2. Massive needs

As in 1968, 300 000 students were divided into about ten regional education authorities (in France: "Académie") strong of two centuries of university traditions (Paris, Lille, Versailles, Nantes, Rennes, Lyon, Créteil, Marseille, Bordeaux, Grenoble), at new university year in 2000, 2 143 191 young adults are registered in French universities and engineering schools.

This growth of number of students seems a steady process, as the result of a policy of school democratisation in the years 1980-1990, expressed by the repeated sentence of several Minister of Education : " 80 % of young people of about the same age must succeed at Baccalauréat ( French school leaving certificate) ". Consequently, in the period 1991-2001 the increase of number of students is 245 000, that means increase of 20% of the whole students population. The children of a numerous French middle class get to higher education and that completely changes the condition of higher education notably speaking about its scale. From now on, housing all this student population is setting a new kind of problems not only speaking about quantity but also through new rhythms of times in the way of their dwelling.

### 1.3. Finding a house when changing place of studying

The number of new university paths is increasing, and the schools are becoming more many and more geographically scattered through the countries. So, people attending higher education follow nowadays more and more diverse "degree courses" To quote the sentence of François Dubet in the collective book "Universités et villes"<sup>2</sup> ("Universities and Towns"). Claude Taffin and Thierry Debrand emphasizes upon how this is an extensive phenomenon, by showing, as a result of statistical studies, that students are the part of the whole population that change of houses the most<sup>3</sup>. Following the quantitative analysis of this authors, house moving for student people has known a big growth , since the last twenty years. The rate of house moving was of 21% in 1984, it is of 31 % in 2002. Living the parents house is not only to go elsewhere in the same country but also to get abroad towards well-known international university places.

1. See : Euro student report. 2005. Social and economic conditions of student life in Europe. Synopsis for indicators. See also : Les étudiants et leurs conditions de vie en Europe. Rapport OVE., Gruel et Tiphaine. décembre 2002.

2. DUBET F., FILATRE D., MERRIEN F.-X., SAUVAGE A., VINCE A, Universités et Villes. Paris. L'Harmattan. Coll. Villes et Entreprises,1994

3. DEBRAND T, TAFFIN Cl, « Les facteurs structurel et conjoncturels de la mobilité résidentielle depuis 20 ans ». Economie et Statistique n° 381-382, octobre 2005, p. 133.

This is about French students leaving France for foreign countries but we have also foreign students coming to attend places for higher education in France. And this has been supported, since the mid of the 1990 years by cooperation programs and many kinds of grants that may be European ones, or national and even sometimes regional ones. The 2003-2004 annual report of French Higher Education counts 245 000 foreign students registered in French university. That means, for 2003-2004, 11% of the whole number of students in France<sup>4</sup>. For all these foreigner students, engaged in studying in a limited period, searching where to dwell is both a necessary step and a recurrent act of their student life.

#### 1.4. Constant evolution in housing needs

During the years 1980-1990 education has spread towards more democratisation. It ensues that the average number of school years for the young populations has increased. To day, the average age of the end of education is, for young French people, about 22 years<sup>5</sup>. The policy of European standardization has been carried by French government in 1988. It organized the degrees in three courts<sup>6</sup> and has a part in this increase of length of studies by young adults. The “Deug” has been suppressed (court during two years), and the LMD reform gives way to a degree only after three years of higher education. So, the time of “student life” is longer, leading on, “a kind of longer youth”<sup>7</sup>. This kind of youth experience is characterized by Olivier Galland in the following way “a transitory phase, a kind of brackets, between being adolescent under control by parents and adult age, age of social stability and responsibility”<sup>8</sup>. Orphans of the “Golden-after-last-world-war thirty years”<sup>9</sup>, nowadays the new student generations are older than their parents ones, for living the end of studying, the beginning of professional life, to leave their parents home and marriage or living together with another person. These principal steps for getting in adult life last, from now on, times

of several years. Temporary, transitory, half-permanent, experiencing those different ways of dwelling is shared by the whole student world. A prism of social and economic disparities, issue for being self sufficient, this question of housing students is part of a bundle of needs, desires, and different means. From these demands resulting by the increasing length of studies is it possible to infer specific acting policies ?

#### 1.5. Professionals and Authorities dealing with student housing

The needs of this student population has broken up, and this is reflected by the functions of agents dealing with student housing ( CROUS, local authorities, universities, private firms, private owners). About this question you find , actually, two universes :

- The “good world” : extolling the wonderful “chosen market for student” ( that means an elite of student customers : student attending Research course, students attending the third court, pupils in “Grandes Ecoles”) opposed to
- The “bad world” : foreign students and numbers of precarious students, with a future as professional and social position seeming also precarious.

Between these two extreme poles are working antagonistic interests, strong competitive issues of areas, potential winners and losers, costs that must to be limited and values coming into conflict. In this context what are the leaderships organizing the supply in student dwelling ? As regards Public Policy, article 66 of the law of August the 13th 2004 allows local authorities , as “ a right to experiment” to seek “a transfer of competence for the operations of buildings, re-buildings, important repairing an local equipments meant to student dwellings”<sup>10</sup>. But in the public field in France, there are no specific financial system, for this kind of dwelling.

Between uncertainty and quantitative lacks, student dwelling in fact integrates the specifications of private property developers without specific architectural characteristic. So it is for the “Cités du CROUS” that have known many different way of being thought before being built. Is value in use of this kind of dwelling a basis, as far as we know, for its concrete design ?

4. Rapport annuel 2003-2004, « Stratégies de développement de la mobilité internationale des étudiants et attractivité de l'enseignement supérieur français », Paris, La Documentation Française, 2004, p.12.

5. INSEE, France, portrait social, Paris, 2003, p.127.

6. which has as pet name « LMD reform » : L for « Licence » ( three years), M for “Master” ( five years), D for “Doctorat” (eight years)

7. GALLAND O., Sociologie de la jeunesse, Paris, Armand Collin, 1991.

8. GALLAND O., op. cit., 1991, p.106.

9. PADIS M.-C., « Les orphelins des trente glorieuses », Esprit n°10, 1996, p.5

10. Les EPCI de Dijon, Grenoble, Hauts de Bièvre et de Nancy se sont déclarés candidats. Cf. La gazette des communes. 16.1.06.

## 2. ISSUES OF STATES OF STUDENT HOUSING

The question of how students live and dwell is an important subject of general public debate about young people : its an unavoidable temporary time of life for these people towards succeeding to find a right place in society. In this prospect , and after what the previously recalled observations , the aim of this invitation of tender is to drive thoughts in two kinds of issues :

**The different ways of student life. What are they waiting for? What are their needs ?**

- The “being a student” and what this implies about needs for dwelling,
- Student dwelling and latent architectural and urban concepts,
- The student as a “market” and the areas competition it implies.

**Where are the solutions for student dwellings. Which answers ? Which players ?**

- In the realm of new building,
- In the realm of restoration or reorganization of existing buildings or areas,
- By integration of this kind of people in existing building, directly to use or already used.

This invitation to tender has the ambition to get proposals crossing these both issues. To give a few first examples of these issues, here are following a non exhausting list of questions clarifying the kind of question about PUCA is waiting answers for.

### 2.1. Student States

#### 2.1.1. Being a student and needs for housing

*Do students make up a social group that may be characterized ?*

- Several limited in time studying periods do cause specific needs about dwelling ?
- Students : Do they compete with other people seeking for dwelling ? Do they increase the social “melting pot” ?

#### 2.1.2. Architecture of student housing

*Is Student housing ruled by specific architectural*

*concepts, laws and regulations ?*

- How building professionals and those who are in charge of managing his occupation imagine this kind of accommodation ? Was it the same yesterday ?
- What kinds of technical or financial engineering, specific or not, would be relevant for student housing ?
- Which architectural concepts may take the variety of cultural backgrounds into account ? The variety of level of studies ? The variety of how long they stay in the same house ?

#### 2.1.3. Being a student as a market and competition between areas

*Students housing is nowadays a public debate. In which terms this debate is occurring ?*

- How public or private contractors may be reorganized to try to deduce the present lacks ?
- How the “student market” influence the regular housing market ?
- How to reinforce solidarity between different areas of a country to promote housing for students ?
- How the “student market” draws a new map of national territory ?
- European standardization of education does call into question the way of student dwell ?

### 2.2. Where and How student dwell

Roughly speaking, the young studying adult who want to find a house has three options : new buildings ; existing free buildings, existing already used or under-used buildings. Those three residential destinations operate differently and are managed by different professionnals.

#### 2.2.1. New buildings

- How to find grounds to build housing for students ? Which levers may be raised for this purpose ? Who use them ? And what limits them ?
- If we want to increase obviously the number of buildings what means at our disposal ? What means may we try out ?
- In this field, which European experiences France may import ? At which conditions ?

#### 2.2.2. Building restoration

- How mobilizing and restructuring the existing building stock ( dedicated or not to student housing) so as to increase the supply for students housing ?
- Which kinds of buildings (dedicated or not for hou-

sing) are able to be the best basis for transforming them in students houses ? Following which kind of devices ?

- Which concrete adaptation (substructure equipment, services...) must be planned to answer to the progressive nature of needs ?

### 2.2.3.Occupied Property

- To which extent is it possible to plan that student may live together with somebody else in the same house ? What kind of "somebody else" ? (students ? young people not attending higher education? Families that are not theirs ? Old people ?)

- Are they specific condition to be able to integrate this "student people " in an existing building stock occupied by others kinds of people ?

## 3.WAYS OF ANSWERING

### 3.1.Field of the tender

To answer at this invitation to tender, proposals of research must develop a new issue, put forwards clear hypothesis that are to be tested and justify the method that will be followed for this purpose.

We are waiting for proposals which helped structured connection between both kinds of issues upper developed. This tender want to create links between teams of research and professional operators. We wish especially set up teams gathering specialists of different subjects.

Comparisons between different European countries and even with country outside Europe will be welcomed. They will allow to bring a light on the French context. Foreign teams must write their report in French language, but these reports will give rise to three pages synthesis , written in French and English that we intend to publish as widely as possible.

### 3.2.Selection criteria

There will be a selection jury gathering scientists, professional operators in this field and members in charge of administrations. The jury will judge the proposals on the basis of the following selection criteria :

- quality and originality about how the issue the proposal intends to solve is set in regard to the questions asked by the invitation to tender,

- quality and rigour of suggested method and partnership proposed adequacy between means for the work and expected aims.

Teams will be individually informed of the results of the jury.

### 3.3.Management and results publicity

As the selected teams will get their work along, a seminar will be organized so as to follow and to enhance these works and also to promote both exchanges between teams and also dialogues with others teams of research or professional operators.

Thus, selected teams commit themselves to attend these meetings ( four our five sessions) that will take place usually in Paris ( allow financing it in the general budget) an also to take part to the final symposium promoting the whole program. Taking part to these meetings is quite important : the aim is to create a "program dynamics " or a "program synergy", to promote crossed questions and actually to transform the support for a lot of lonely researches to the building of a program as a whole.

### 3.4.Ways of answer

Research proposals must be presented as required in the model you find in the appendix and necessarily reaches us before the 16th of May 2007, postmarked at the latest : as an on both sides document, in five copies, under a hardback or plastic cover + one copy which can be reproduced ( non stapled) to :

Ministère des Transports, de l'Équipement, du Tourisme et de la Mer  
**PLAN URBANISME CONTRUCTION ARCHITECTURE**

For the attention of Isabelle LEJEUNE, pièce 6.36

Grande Arche de la Défense- Paroi Sud

92055 La Défense Cedex

AND as an electronics version to :

Isabelle.Lejeune@equipement.gouv.fr/puca

### 3.5.Calendar

<p>Invitation to tender is launched on : March 2007 Proposals van be received on to : May the 16th 2007 Scientific Jury for selecting retained proposals will take place : June 2007</p>
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## 5. APPENDIX

### 5.1. Model of presenting a research proposal

Trois documents doivent être fournis :

#### Récapitulatif de la proposition

##### (sur papier à en-tête du pétitionnaire)

- Titre de la proposition : (rappeler en titre « Réponse à la consultation de recherche Logement et condition étudiante en France et dans l'Union Européenne »).
- Axe(s) de la consultation
- Responsable scientifique (nom, prénom, titre, fonction, organisme, adresse, téléphone, télécopie, mél)
- Composition de l'équipe scientifique (chercheurs, organismes)
- Partenariat envisagé avec des administrations, collectivités locales ou des professionnels.
- Articulation avec d'autres programmes de recherche nationaux ou étrangers : collaboration avec des équipes étrangères et/ou partenariat avec des acteurs locaux ou étrangers ( sur ces mêmes thèmes)
- Budget prévisionnel total (T.T.C.), sans arrondir
- Participation demandée (s'il s'agit d'une subvention) (T.T.C.)
- Organisme(s) cofinanceur(s), s'il y a lieu
- Organisme gestionnaire des crédits
- Durée (24 mois maximum)
- Résumé de la proposition (1 page maximum) : objectifs, méthodes et résultats attendus

#### Descriptif de la proposition (12 pages maximum)

##### -Exposé de la proposition

- Question(s) de recherche traitée(s), hypothèse(s) et résultats attendus
- Justification du projet au regard de la consultation
- Méthodologie et principales étapes de la recherche (calendrier à fournir)
- Références bibliographiques essentielles sur la (les) question(s) traitée(s)

-Références bibliographiques des membres de l'équipe

##### -Équipe(s) mobilisée(s)

- Composition, temps affecté à la recherche et responsabilité de chaque membre de l'équipe et de chaque partenaire (joindre un CV résumé en 1 page maximum des principaux membres et partenaires ainsi qu'une présentation synthétique du laboratoire coordonnateur de la recherche).
- Participation effective ou prévue à d'autres programmes de recherche nationaux et/ou étrangers (sur ces mêmes thèmes).
- Partenariat envisagé avec des administrations, collectivités locales ou des professionnels.

##### -Budget prévisionnel détaillé

##### (et justification des demandes financières)

#### Fiche de renseignements administratifs

- Référence de la consultation de recherche : Logement et condition étudiante en France et dans l'Union européenne
- Intitulé du projet :
- Désignation de l'organisme contractant :
  - Raison sociale ou dénomination sociale
  - Adresse complète postale et électronique, numéro de téléphone et de télécopie
  - Forme juridique et N° SIRET, Statuts
  - Prénom, nom, fonction de ou des personnes ayant qualité pour engager l'organisme en matière de contrat.
- Désignation de la personne responsable scientifique du projet :
  - Prénom et nom, titre et fonctions
  - Organisme, laboratoire
  - Adresse complète postale et électronique, numéro de téléphone et de télécopie
- Coût prévisionnel des travaux : montant H.T, TVA et T.T.C. sans arrondi :
- Montant du financement demandé T.T.C. :
- Durée de la recherche en mois (maximum : 24 mois)

## 5.2. Model of preliminary estimate

Afin de faciliter les démarches d'engagement des projets retenus par le jury nous vous remercions de préparer les éléments nécessaires à chaque dossier : RIB, Kbis ou n° URSAAF, et copie des statuts de l'organisme,

Et de rédiger le devis selon le modèle ci-après :

-----  
Papier à en-tête

TITRE DU PROJET DE RECHERCHE

nom du responsable scientifique

### DEVIS ESTIMATIF DE L'OPÉRATION

1- Salaires, charges sociales incluses

[taux horaire ou mensuel (en euros) x nombre d'heures ou de mois] = €

2- Vacances, charges sociales incluses

[qualification : taux horaire (en euros) x nombre d'heures] = €

3- Missions – lieux et nombre

[préciser le type de mission : séminaires, entretiens...] = €

4- Fournitures, reprographie.....

= €

5- Frais de gestion ( %)

= €

TOTAL H.T. = €

TVA 19,6% = €

TOTAL T.T.C. = €

Le présent devis est conforme à la comptabilité de mon établissement

Nom et qualité du signataire



Liberté • Égalité • Fraternité

RÉPUBLIQUE FRANÇAISE

ministère  
de l'Emploi,  
de la Cohésion  
sociale et  
du Logement

ministère  
des Transports  
de l'Équipement  
du Tourisme et  
de la Mer

direction générale  
de l'Urbanisme  
de l'Habitat et de  
la Construction

Le plan | urbanisme | construction | architecture | PUCA depuis sa création en 1998, développe à la fois des programmes de recherche incitative, des actions d'expérimentation et apporte son soutien à l'innovation scientifique et technique dans les domaines de l'aménagement des territoires, de l'habitat, de la construction et de la conception architecturale et urbaine.

Organisé selon quatre départements de capitalisation des connaissances : **Sociétés urbaines et habitat** traite des politiques urbaines dans leurs fondements socio-économiques ; **Territoires et aménagement** s'intéresse aux enjeux du développement urbain durable et de la planification ; **Villes et architecture** répond aux enjeux de qualité des réalisations architecturales et urbaines ; **Technologies et construction** couvre les champs de l'innovation dans le domaine du bâtiment ; le PUCA développe une recherche finalisée autour de plusieurs programmes : La ville pour tous | Se loger, habiter | L'Europe et la recherche urbaine | Organiser les territoires | Le renouvellement urbain | Energie dans le bâtiment : PREBAT, et d'ateliers thématiques assurant des transversalités entre programmes sous forme de rencontres entre chercheurs et acteurs, décideurs publics ou représentants des milieux professionnels, ainsi que des programmes d'appui :

- actions régionales pour lesquelles le PUCA a suscité l'émergence de pôles régionaux d'échange sur le développement et l'aménagement des territoires
- actions internationales dont European, programme européen de concours d'idées entre jeunes architectes
- actions vers les professionnels
- actions de valorisation et de diffusion-communication des résultats de ses travaux.

plan | urbanisme | construction | architecture

#### ► Sociétés urbaines et habitat

La ville pour tous  
Cultures urbaines et espaces publics  
Défis de la citoyenneté urbaine  
Emploi, insertion, discriminations  
Mobilités et territoires urbains  
Polarisation sociale de l'urbain et services publics  
Rénovation urbaine et mixité sociale

#### Se loger, habiter

Accès au logement  
Habitat et vie urbaine  
Patrimoine et retraites  
Socio-économie de l'habitat  
Trajectoires résidentielles

#### Modes de vie et logement étudiant

L'Europe et la recherche urbaine

#### ► Territoires et aménagement

Organiser les territoires  
Organisation de l'espace urbain et dynamiques économiques  
Politiques territoriales et développement durable  
Plate-forme internationale d'échanges sur les territoires  
Ville et aménagement

#### Le renouvellement urbain

Démolition et recomposition des quartiers  
Insécurité et violences urbaines  
Renouvellement urbain et environnement  
Rénovation urbaine et stationnement

#### ► Villes et architecture

Le futur de l'habitat  
Activités d'experts et coopérations interprofessionnelles  
Concevoir pour l'existant  
Échelle et temporalités des projets urbains  
Futur de l'habitat  
Habitat pluriel : densité, urbanité, intimité  
Innovations urbaines  
Maison individuelle, architecture, urbanité  
Métiers de la maîtrise d'ouvrage et de la maîtrise d'oeuvre  
Quartiers durables

#### ► Technologies et construction

Innovater pour construire ensemble  
Bâtiment 2010  
Chantiers rapides CQFD  
Nouvelles technologies et construction  
Observatoire de la démarche HQE  
Palmarès de l'innovation  
Villas urbaines durables  
Énergie dans le bâtiment : PREBAT